

## *CHAPTER 4*

### *4 AIM AND OBJECTIVES*

#### *4.1 AIM*

#### *4.2 OBJECTIVES*

#### *4.3 JUSTIFICATION OF THE STUDY*

#### *4.4 HYPOTHEIS*

#### *4.5 NULL HYPOTHESIS*

## 4. AIMS AND OBJECTIVES

### 4.1 Aim

To study the effect of Chanda/Sanskrit prosody on cognitive abilities, mindfulness, anxiety and self-concept among adolescents.

### 4.2 Objectives

- i. To find the impact of Chanda/Sanskrit prosody on positive and negative emotions in school-going adolescents.
- ii. To find the impact of Chanda/Sanskrit prosody on cognitive performance in school-going adolescents.
- iii. To identify the impact of Chanda/Sanskrit prosody on Anxiety, mindfulness and self-concept in school-going adolescents.

### 4.3 Justification of the Study

In the recent past, various interventions with respect to music and its therapy has been found to be very helpful in enhancing cognitive abilities, general health and psychological wellbeing. In addition to this the recitation of the bija mantra were reported to be producing beneficial effects in the corresponding parts of the brain, attaining the psychological wellbeing but no research trail has been carried out to demonstrate the benefits of Chandas in specific. Therefore, in the present study the recitation of the chanda has been used as a vital intervention. Our study aims at having scientific evidence of the impact of *chandas* on adolescent's psychology irrespective of language, music words or their meanings. With this preliminary study and considering one type of Chanda, we open gates for researchers to further explore all kinds of *Chandas* to its maximum potential. If the results matched our hypothesis, then we would like to conduct

further study for children with special needs mainly ADHD and Autism spectrum disorder.

#### **4.4 Hypothesis**

- (a) Incorporation of prosody in chanting can bring about positive impact on positive and negative emotions in school-going adolescents.
- (b) Incorporation of prosody in chanting can bring about positive impact on cognitive performance in school-going adolescents.
- (c) Incorporation of prosody in chanting can bring about positive impact on anxiety, mindfulness and self-concept scales in school-going adolescents.

#### **4.5 Null Hypothesis**

- a) Incorporation of prosody in chanting may not bring any positive impact on positive or negative emotions in school going adolescents.
- b) Incorporation of prosody in chanting may not bring any positive impact on cognitive performance in school-going adolescents.
- c) Incorporation of prosody in chanting may not bring any positive impact on anxiety, mindfulness and self-concept scales in school-going adolescents.